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ABSTRACT

The effectiveness of open-entry/open-exit classes was compared with that of classes in which students were required to attend a specific number of hours. Effectiveness was determined by examining academic growth, attendance, retention, and achievement of program goals. Fifty-one students entered basic education classes at the start of the project, with eight of them randomly assigned to the closed entry classes. Project outcomes included the following: (1) the procedures used to monitor student attendance worked well; (2) similarities and differences in attendance patterns were related to the teacher and not to the design of the class; (3) an attendance contract did not seem to have an impact; (4) students in both types of classes indicated that they met their goals; and (5) academic growth (at least one grade level in mathematics, vocabulary, and reading comprehension) was positively correlated to a minimum of 75 percent student attendance. A small base has been established to investigate the impact of class design on the academic growth, attendance, and retention of adult education students. The following recommendations were made: students should be tracked over several years to evaluate the programs; the data should be used for staff development; and efforts should be made to provide support services for adult education students in order to create a stable environment in order to help adult education students stay motivated. (Appendixes contain such project documents such as letters, sign-in sheets, and attendance contracts. The report contains 17 references.) (KC)

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A COMPARISON OF THE EFFECTIVENESS OF OPEN ENTRY/OPEN EXIT CLASSES TO CLOSED ENTRY CLASSES REQUIRING ATTENDANCE

ED 427 214

PDE 353: 99-8007
$5,000
1997-1998

Final Report

ADULT LITERACY CENTER
OF THE LEHIGH VALLEY

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ABSTRACT

This project compared the effectiveness of open-entry/open-exit classes to classes in which students were required to attend a specific number of hours. Effectiveness was determined by examining academic growth, attendance, retention and, therefore, achievement of program goals. Determining the effectiveness of each design would influence adult education practitioners, teachers, tutors and advisors in terms of implementing the class design which would most effectively meet the needs of the adult education student.

Project outcomes included:

1. The procedures established to monitor student attendance worked well throughout the project.
2. Similarities and differences existed in attendance patterns among the four classes. These differences, however, were related to the identity of the teacher and not to the design of the class. Similarities in attendance patterns varied within the class designs and therefore, there is no indication from this study that either design positively correlated with different class designs.
3 An attendance contract did not seem to increase or decrease student attendance.
4. Students in both types of classes indicated that they met their goals.
5. Academic growth (at least one grade level in math, vocabulary and reading comprehension) was positively correlated to a minimum of 75% student attendance.

The impact of this project is that a base, albeit small, has been established to investigate the impact of class design on the academic growth, attendance and retention of adult education students.

Future implications of this project are: 1) Program structures and mechanisms for accountability need to be multi-year in nature to allowing the tracking of students and the management of data across multiple years as students step in and out of programs; 2) Student attendance and academic growth could be used as variables in developing staff development and personnel efforts; and 3) Since intrinsic motivation of students, a stable environment and or the resources to create the environment were related to growth, efforts at developing student support systems and increasing motivation might increase retention in adult education programs.

Conclusions: It is recommended that the open-entry/open-exit model remain the Adult Basic Education class design. In addition, however, the adult student needs constant encouragement and reinforcement in order to overcome a basic lack of self-confidence and self-esteem. Strategies such as the student orientation and contract can be modified to be less controlling for use with the open-entry/open-exit design. Life skills lessons on such topics as problem solving and decision making should be incorporated into the curriculum for the purpose of helping the students cope with their everyday lives. The focus should be on encouragement, goal setting and problem solving, and these can be successfully incorporated into motivational aspects of the existing model.

INTRODUCTION

Adult basic education has faced many challenges. Paramount among those challenges has been improving student attendance and retention in the classroom setting. Generally, in adult education classes, attendance has been sketchy, and retention has been poor. Even after enrolling in basic education courses, adults usually are not required to attend. This may be why education often ends up very low on their list of priorities. Issues such as work, family and other personal commitments take precedence. Understandably, adults have many responsibilities which often upstage their educational endeavors. Most adult basic education organizations nationwide have adopted the open entry/open exit class model because it provides the flexibility needed by the adult student. With this model, however, students continue to approach their education in an inconsistent manner, leading to limited educational goal attainment for both the students and the organization which provides the adult education classes.

This project compared the effect of open entry/open exit classes with classes in which students were required to attend a specific number of class hours. Academic growth, attendance, retention and instructional delivery were used to measure the effectiveness of the classes. Would students be more consistent in attendance by having extrinsic motivational strategies, i.e., required number of hours of attendance, an intensive student orientation, and an attendance contract signed by both students and staff?

Could extrinsic motivational factors take the place of intrinsic motivation? Must both be present or is intrinsic motivation sufficient? Should there be a change in the

accepted classroom model? We hoped that this project would answer some of the above questions and also provide us with some direction for the future.

This project was prepared for the benefit of adult basic education administrators, advisors, teachers, tutors and students.

Dr. Linda V. McCrossan, Executive Director of the Adult Literacy Center of the Lehigh Valley, administered the project, and ABE staff members Walene Baunach, Patricia Cooper and Connie McDowell contributed to the project which took place at the Adult Literacy Center of the Lehigh Valley, Allentown PA.

The project began in July, 1997 and ended in June, 1998.

Dissemination of the project will be through: The Bureau of Adult Basic and Literacy Education Programs, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA.; AdvancE, PDE Resource Center, Pennsylvania Department of Education, 333 Market Street, Harrisburg PA.; and The Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA.

STATEMENT OF THE PROBLEM

Adult education is different from child education in that it is volunteer. Because of that difference, adult educators try to keep their programs flexible in order to encourage adults to fit education into their hectic lives. That flexibility is reflected in the open-entry/open-exit model. The open-entry/open-exit model appears to exist in most literacy programs nationwide. For example, if the educational year runs from September to June, students can enter the classes at strategic times throughout the school year. Attendance is encouraged, and students are made to realize that consistent attendance will

better insure that their educational goals will be met. Unfortunately, our students have adult problems to deal with, and often that causes them to lose their initial motivation. This loss results in either students' inconsistent attendance or their cessation of classes. The effect on both the student and the literacy program is negative. Students are not successful in reaching their goals, the educational delivery in the classrooms may be disrupted and program goals may not be reached.

Many of the students who drop out of the classes leave programs before final assessments occur. This fact was made clear in "A Report On Year Two" for Project EQUAL, a three-year initiative launched in 1994 by Pennsylvania's Bureau of Adult Basic and Literacy Education. This, too, reflects negatively on the program.

PROJECT GOAL

The goal of this study was to compare the effectiveness of the open-entry/open-exit class design with a class design which required students to attend a specified number of class hours. In addition to a required attendance pattern, students in these classes received an intensive orientation and were required to sign an attendance contract. This contract was also signed by the classroom instructional staff. Effectiveness was determined by analyzing students' attendance and retention; academic growth and instructional delivery in the classes.

In the open-entry/open-exit situation, students understand the flexibility of the program from the time of the initial evaluation. They are encouraged to attend regularly in order to meet their goals, but very often they don't give priority to their educational needs because other facets of their lives take precedence. Since there are no requirements

in their educational experiences, would classes which **required** a certain attendance pattern encourage students to prioritize their needs differently and attend classes more regularly until the end of the class session? Would this consistent attendance show increased academic growth and create a different instructional delivery system within classes?

OBJECTIVES

The six objectives of this project were:

1. To monitor the attendance of the classes using the attendance report and sign-in sheet
2. To assess the effectiveness of the contracts on students' attendance in the required number of hours class
3. To monitor and document instructional delivery of both classes
4. To check with students to ascertain whether or not their goals were being met
5. To assess the academic growth of each student by using the results of the pre- and post-test and portfolios
6. To document the findings in a final report to be prepared by the staff involved in the project.

PROCEDURES

Orientation

In addition to a group assessment, used to pre-test prospective class students, we instituted a separate group orientation as part of this project. The orientation introduced students to our program philosophy and helped them determine whether or not the classes

would work for them at this time. Interested students, taken from a list of names collected during the preceding months, were sent letters two weeks prior to the group orientation (Appendix 1). During the period from September to December, 112 students were sent letters, and 57 came to the orientations.

The orientation, held by two staff members of the ABE program, was for the benefit of all interested students regardless of which class model they were to. The participants were made aware of the days, times, and locations of the classes. They also learned that the instructional model included both group and individual instruction. Since all classes were staffed by a professional teacher and two to three volunteers, students experienced group instruction as in a traditional class and smaller individualized instruction as needed conducted by volunteers. An overview of the curriculum was distributed. Because the classes meet only twice a week, the importance of independent study, or homework, was stressed. In keeping with the tone of the project, the staff emphasized the importance of commitment in the form of regular attendance and continuous motivation. They reviewed the success of some of the former students and what caused that success to happen. In order for prospective students to examine their own lives and the possibility for commitment, they completed a form including their family and job responsibilities, and any health concerns (Appendix 2). (These seem to be the primary reasons for students to drop out of classes.) If they felt the need to be directed to a social service agency, we offered to refer them. After the orientation, if the students were still interested, they were requested to register for the assessment two days later (Appendix 3). Fifty one of the students returned to be tested.

Student Assessment

When the students returned to be tested, they completed the registration form which included basic demographic and background informaton. One of the ABE staff members administered the vocabulary, comprehension, and math sections of the TABE, Level M, Form 5, as a pre-test. Form 6 of the same test would be administered at the end of the class period as a post-test. Students who scored between 6-8 grade level equivalency on one section of the test were determined to be eligible for our classes. Those who scored below that level were scheduled for individual testing and they would be matched with a volunteer tutor. Those who scored above that level would be referred elsewhere.

Sine the Executive Director of the Center had not met the students, she randomly selected them for placement in either the open entry/open exit class or the class with required attendance. Students were notified by letter when the class would begin, meeting days, and where it would be held (Appendix 4).

Since entry into the class with required attendance was closed after the initial registration period, only one orientation and assessment were held. Several were held for the open entry/open exit class throughout the duration of the class.

Classes

To strengthen the closed entry classes, we asked more from our students than in the open/entry class. When the students (8) entered the class, the teacher gave them a more intensive orientation, ending with the signing of the attendance contract by both the student and a staff member (Appendix 5). As stipulated in the attendance contract, the students had to have a valid excuse for not being in class. They were expected to attend

all class sessions. More than 2 consecutive absences had to be documented. All absences were quickly followed by a phone call by the teacher if she did not hear from the student first.

The class met on Tuesday and Thursday mornings from 9:00 AM to 12:00 noon at the Girl's Club in Allentown. The instructional format followed that of our traditional classes, i.e. group instruction combined with individual instruction and independent study. A teacher led the class assisted by volunteer tutors as needed. Since most of the students in this class were interested in eventually passing the GED, the content of the curriculum reflected this. Lessons in essay writing and grammar development, math skills and problem solving, and reading in content areas such as social studies and science were emphasized; all necessary for passing the GED.

The students who participated in the open entry/open exit class had only the general orientation to familiarize themselves with the program. Their attendance was carefully documented, but there was no limit to the number of absences they were allowed. Since orientations and evaluations continued at a rate of one every four weeks, new students continually entered this class.

This class met on Monday and Wednesday mornings at the Girl's Club from 9:00 AM to 12:00 noon. The class was also taught by a teacher assisted by volunteers. The content of the curriculum concentrated on material for the GED. Despite the frequent entrance of new students into the class, the delivery of the instruction remained constant. When new students entered the class, they began instruction at the same place as the remainder of the class. Because math instruction was more individualized in the class, instruction was tailored to each individual student.

The first two classes were scheduled from September through December, ending before the Christmas vacation. At the end of the classes, students were post-tested using the TABE, Form 6. Two new classes began in January and went through June. One third of the students from the fall classes attended again in the spring.

OBJECTIVES MET

Five objectives were met.

Objective 1: To monitor the attendance of the classes using attendance record and sign-in sheets (Appendix 6).

Each classroom teacher provided a sign-in sheet for the students daily. The information from these sign-in sheets was recorded in an attendance book. Both the sign-in sheet and a copy of the attendance book were turned in to the Center at the end of each month.

This information was entered into the Center's management information system and then forwarded to the ABE staff. With this report, records of absence excuses were maintained by the teachers. Attendance for each was analyzed monthly and the total number of hours each student accumulated was analyzed.

Objective 2: To assess the effectiveness of the contract on student's attendance in the class with required attendance.

The teacher presented the contract to the students at their first meeting. Ample time was allowed for each point to be explained and discussed. The students had an opportunity to ask questions and each student willingly signed the contract. A copy of the contract was given to each student and one was kept in the student's file. The contract clearly stated that students would remain in the class until the end of the session.

Student attendance and the total number of hours of attendance for each student in the closed entry classes were compared to the same information for the students in the open entry classes.

Objective 3: To monitor and document instructional delivery of both classes.

Because instruction in both types of classes did not back track for new students or for students who missed classes and because of a lower than expected enrollment, this objective was not met.

Objective 4: To check with the students to ascertain whether or not their goals were being met.

At the beginning of the session students in both classes completed an individual profile and toward the end of the session they completed a Goal Setting Survey (Appendix 7 and 8). In addition, anecdotal notes were kept by the teachers from informal discussions with the student throughout the sessions. Ninety percent of the students enrolled in the two classes listed "getting their GED" as their main goal. In turn, the curriculum was designed to meet this goal. Because of the level of the students, there were more immediate goals to be attained: To develop critical thinking and problem solving skills, to strengthen weak basic math skills (addition, subtraction, quick recall of multiplication facts and division facts). To insure that student goals were met, appropriate materials and instruction were provided along with continuous assessment. Students were provided with constant feedback of progress - test results were shared with students; teachers met in individual conferences with students; and observations by the teacher and/or tutors occurred.

Objective 5: To assess the academic growth of each student by using the results of the pre- and post-test and portfolios.

Each student was given a pre-test prior to being assigned to a class. Each student remaining in the class was post-tested at the end of the session. A standardized test was used - different forms of the same test - for the pre- and post-tests. The pre-test scores were compared to the post-test scores to ascertain academic growth. Each teacher collected samples of the student's work - essay writings, performance tests (tests from the texts or teacher made tests). Increases in test scores were used to determine academic growth. Scores were analyzed by comparing scores between open entry classes and classes with a required attendance pattern. Secondly, scores were compared among students with different attendance patterns. In determining attendance patterns, 75% attendance was considered to be regular attendance.

Objective 6: To document the findings in a final report to be prepared by the staff involved in the project.

This document is a report of the findings of this project.

FINDINGS

The procedures established to monitor student attendance worked well throughout the project. Particularly useful was the Center's management information system which provided concise, easy to read information about attendance for each of the four classes. The sign in sheets provided an easy method of taking daily attendance. These sheets also provided a daily way in which students realized that attendance was being monitored.

Both similarities and differences existed in attendance patterns among the four classes. Monthly student attendance in the open entry classes ranged from 28% to 92% in

Fall. The spring open entry class ranged from 47%-53%. In the two classes with required attendance patterns, attendance ranged from 93-95% in Fall and from 40%-57% in the spring session. These patterns are not consistent enough to determine any differences between the open entry classes and those classes with a required attendance pattern.

However, when calculating and analyzing the total number of hours that students obtained, a clearer pattern emerges. In two classes, the average number of hours that students attended ranged between 42 and 46 hours. In the other two classes the average number of hours ranged between 15 and 29 hours.

A similar pattern emerges when attendance is analyzed by determining the number of students who attended a minimum of 75% of the classes. In two classes between 43% and 63% of the students attended at least seventy-five percent of the time. In the two other classes between 17% and 31% of the students attended at least seventy-five percent of the classes.

Relating these attendance patterns to the class design, student attendance **was not related** to class design but **to the identity of the teachers**. One teacher had better student attendance than the other. In the two classes taught by this same teacher, students accumulated more total attendance hours than in other two classes. The two teachers in this project each taught one open entry class and one class with a specified attendance pattern.

The contract between the students in the classes with a specified attendance pattern and the Adult Literacy Center clearly stated that students would remain in the class until the end of the session. Three of the students left the class before it ended.

However, these students honored the attendance requirement by 1) notifying the teacher in advance of an upcoming absence whenever possible; 2) reporting that they would be absent on the day of the class; and 3) bringing in an excuse when absent. Did the contract affect the class as a whole or in part? There is no indication in this project that a written contract between the organization, the teacher and each student positively affected student attendance in any of the four classes.

The contract encouraged students to come to each class. Students were helped to see the advantages of coming to all classes and the disadvantages of not doing so. The students who did not complete the session had other priorities. Their responsibility to help with their family's finances was more important than coming to class. The students that remained in the class had jobs that did not conflict with the class schedule or were not looking for employment. When informally surveyed, students "stepped out" of class because they needed to work. This need had a higher priority than the obligation of the contract. (The concept of "stopping out" was developed by Belzer (1998). This concept contrasts with the idea of "dropping out" which infers that a student no longer will continue their schooling. "Stepping out" has the same connotation as "stopping out". Because students, in this study, may intend to return to schooling when they perceive that other conditions in their lives have been resolved, we use the term stepping out rather than dropping out. In essence, "stepping out" is a pause and "dropping out" is an exit.)

A complete analysis of the instructional delivery was not conducted. Such an analysis would have included an analysis of student and content selected for group and individualized instruction, structures of daily lessons, testing patterns, and student learning, classroom interaction, teacher led instruction, student counseling, introduction

of new students into the class (open entry) and changes in instruction as the closed entry class lost students. However, both classes utilized group instruction, individualized instruction and independent practice in the class and homework. The teachers taught students in groups and individual instruction was given by the teacher and tutors. There was no backtracking for absent students. Lesson plans were prepared for each day based on the previous day's lessons. Individually each student was responsible to make up missed lessons on their own time. Teachers counseled students about missed assignments and students received the necessary materials to complete them. Instruction appeared to be systematic for both classes since all classes covered the same amount of material in the same time period.

The Goal Setting Survey given at the end of the classes to remaining students showed that the students indicated that they were meeting their goals. They set new immediate (short-term) goals including to be able to do fractions, decimals, percents, or higher level math functions, to read with greater clarity and to read more difficult material, to transfer to GED classes or take the GED test.

Students in both the open entry classes and in those classes with a required attendance pattern, **showed at least one grade level growth** in math, vocabulary, and reading comprehension when they **attended a minimum of 75%** of the classes. Portfolios indicated improvement in writing skills. The students' writing illustrated their ability to write an essay. This academic growth was independent of class design but strongly correlated with student attendance. Individual student attendance was not correlated with the class design.

In reviewing the data from students who attended regularly (attained 75% attendance) in each of the four classes, the data reflected similarities. All had definite goals, and their enthusiasm to work toward these goals kept their attendance consistent. They were intrinsically motivated. The motivation did not come from the attendance contract or the orientation; or the type of class, it came from within. There was a certain stability in the lives of these students, and when problems arose, they were able to solve those problems. (See Appendix 9 for a description of some of the students who attended classes regularly).

This project indicated that if students are not sufficiently motivated, have a stable life environment or the support systems to stabilize this environment neither the attendance contract, an intensive orientation or closed entry classes will improve their attendance, academic growth and chances for educational success.

Secondly, the project demonstrated that academic growth can be positively correlated to attendance patterns, i.e. the more regular the attendance, the more likely it is that growth will occur. This, however, is difficult to obtain because of the nature of the majority of students who come to adult education programs. The more common pattern appears to be one in which students may access adult education, stepping out as needed and returning as appropriate for the student.

IMPLICATIONS

Following are the implications from this study:

1. Closed entry classes will not work for the majority of adult education programs. Consequently, teachers and program structures must be flexible to allow for the coming and going of students. Program structures including administration, data

management, administration of assessment procedures, and entry into classes need to be continuous throughout a program year.

2. If accountability to outside sources is an issue combined with the need to provide continuous instruction with periods in which students are not studying, what kind of information management system including instructional information can be put in place in a community to allow for some knowledge of students across multiple years.
3. This study indicated that the identity of a teacher might be a variable in determining whether or not students will attend classes regularly. What do teachers who have regular student attendance do that teachers who do not have this attendance do not do? Does this lead to a staff development program or is this a personnel issue? Are some teachers better at working with a particular type of student? If so how is this determined?
4. At the beginning of this study, one of the professional staff members involved in the assessment of students, predicted which students would attend classes regularly and who would not. These predictions were "locked away" until the study was finished. The project director who randomly selected students for placement in the two types of classes and the teachers of these classes were not aware of these projections. At the end of the study by comparing these projections with student data, we determined that the projections were accurate. Can an assessment process be developed to predict these kinds of results with any type of certainty and if so, what are the program implications? Should there be open entry/open exit classes for some and closed classes for others?

5. In this study, intrinsic motivation and a stable environment were related to the continued attendance of students. What implications are there that impact on the work of Quigley and others who address the issue of retention?

EVALUATION

Formative evaluation processes were used to determine that the project was fulfilling the objectives in a timely manner. The attendance records, pre- and post-tests scores, student files, student portfolios served as a summative evaluation. Having the information in the Center's database gave a quick and easy method to analyze the data. The easy accessibility of the cumulative information from the database enabled the staff to determine that the objectives were being met.

DISSEMINATION

A copy of this final report was submitted to AdvancE, The Bureau of Adult Basic and Literacy Education Programs, and The Western Pennsylvania Adult Literacy Resource Center. In addition, a proposal will be submitted to PAACE mid-winter conference.

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APPENDIX 1

ADULT
LITERACY
CENTER
OF THE LEHIGH VALLEY
801 HAMILTON MALL
SUITE 201
ALLENTOWN, PA 18101-2420
PHONE: (610) 435-0680
FAX: (610) 435-5134

Dear student,

If you are still interested in enrolling in our Adult Basic Skills classes in , you **must:**

1. come to a student orientation on from
2. come to a group evaluation on **or**

Remember, if you want to be enrolled in the program, you **must** come to **both** the orientation on and one of the group evaluations on . These will take place at the Adult Literacy Center, 801 Hamilton St., Suite 201, Allentown, PA. If you have any questions, please call 435-0680 and and speak with either Connie or Patricia.

Yours truly,

Connie McDowell Patricia Cooper

APPENDIX 2

ORIENTATION

SMALL GROUP CLASS INFORMATION SHEET

1. DATE_____

2. NAME_____ PHONE:_____

3. ADDRESS_____
   _____
   _____

4. MARTIAL STATUS: MARRIED____ SINGLE____

5. HOUSEHOLD COMPOSITION:

NAME	RELATIONSHIP	AGE
_____ _____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Will you have child care available for your preschool children? yes__ no___

   If no, do you need help in getting child care? yes____ no____

7. Are you employed? yes____ no_____

   Place of employment:_____

   Current Schedule:_____
   (days) (hours)

   If you are not working:

   Source of Income: unemployment compensation__ welfare__ SSI__

   SSD__ parents__ spouse___

8. Do you or anyone in your household have a medical or health problem that will keep you from attending classes regularly? yes____ no_____

9. Our classes are located at the Girls's Club at 1302 Turner St., Allentown; will you be able to get there? yes_____ no_____

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APPENDIX 3

ADULT LITERACY CENTER
OF THE LEHIGH VALLEY

SIGN-IN SHEET: GROUP EVALUATION

If you can come to the Group Evaluation on **August 28, 1 PM to 3 PM** sign your name below.

NAME	PHONE NUMBER

s99817

APPENDIX 4

ADULT
LITERACY
CENTER
OF THE LEHIGH VALLEY

801 HAMILTON MALL
SUITE 201
ALLENTOWN, PA 18101-2420
PHONE: (610) 435-0680
FAX: (610) 435-5134

Dear

You have been assigned to the This class will meet at the **Girl's Club at 1302 Turner Street**, Allentown. The class meets from **9 AM to 12 Noon**. The class will begin on

See you there.

Yours truly,

APPENDIX 5

THE ADULT LITERACY CENTER OF THE LEHIGH VALLEY

TESTING THE EFFECTIVENESS OF A SMALL GROUP WITH A REQUIRED NUMBER OF HOURS

353 PROJECT

As a student in the small group class of The Adult Literacy Center, I agree to the following:

1. I will attend the 3 Hr. class twice a week, whenever it is scheduled from Sept. 22-Dec. 23.

2. During that period, I am only permitted 2 emergency absences which will be explained and documented.
   a. Make the teacher aware of the appointment before it occurs.
   b. Upon return to class, show documentation.

3. I realize that more than 2 absences, even if they could be considered excused, will jeopardize my place in the class, and I may not be permitted to return to class for the remainder of the school year. 1 absence, which is considered unexcused, may jeopardize my place in the class.

As a coordinator of the Adult Basic Skills program at the Adult Literacy Center, I agree to the following:

1. I will provide for each student
   a. an appropriate site for the class.
   b. materials that match his/her skill level.
   c. professional instruction designed to enable a student to improve his/her skill level while progressing at his/her own pace.

_____ _____

Student's signature Date

_____ _____

Coordinator's signature Date

s99817

APPENDIX 6

CLASSROOM DAILY SIGN-IN SHEET

YEAR _____ DATE _____

CLASS #_____ LOCATION _____

NAME	STUDENT	TUTOR	TCHR	GUEST
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

APPENDIX 7

INDIVIDUAL PROFILE

NAME: _____

ADDRESS: _____

_____

PHONE: _____

Please briefly answer the following:

1. What do you hope to achieve by attending class?

_____

_____

_____

2. What are your expectations for the future?

_____

_____

_____

3. What do you think are your academic weaknesses?

_____

_____

_____

4. What do you think are your academic strengths?

_____

_____

_____

5. On the reverse side of this sheet describe a typical day in your life.

APPENDIX 8

Goal Setting

Name _____ Date _____

1. **My most important goal is:**

2. **My other goals are:**

   a.

   b.

   c.

   d.

3. **I know I am on my way to achieving my goals because I already can:**

4. **I will have to overcome these barriers:**

5. **Things I have going for me:**

6. **My plan is:**

APPENDIX 9

Profile of two students with 75% attendance or more:

Dawn had stepped into and out of the program for the past three years. Her children were older now, and, before signing the contract, she said that she was now ready to be consistent, and to make education a priority. Dawn, at that time, had a stable family life and the ability to solve problems if the situation arose. She seemed to have everything in place in order to be successful in pursuing her goals, and she did. During the course of this study Dawn took two classes, one open entry and one with a required attendance pattern, between September and June remaining with one teacher. Her attendance and commitment remained consistent throughout the two classes .

Luz was in a very similar situation. Before signing the contract, she said that she was enrolling in classes so that she would be more competitive in the job market. She wanted to set an example for her children by showing them the value of an education. Lucy enrolled in two classes, one of each type, remaining with the same teacher. Her attendance remained strong throughout both classes.